



## HEMINGWAY ELEMENTARY

160 Baxley Road  
Hemingway, SC 29554

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	744 Students	
<b>Principal</b>	Cynthia M. Brown	843-558-4444
<b>Superintendent</b>	Dr. Yvonne Jefferson-Barnes	843-355-5571
<b>Board Chair</b>	Rev. Norman Gamble	843-244-1676

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Good*</b>
2009	Below Average	Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

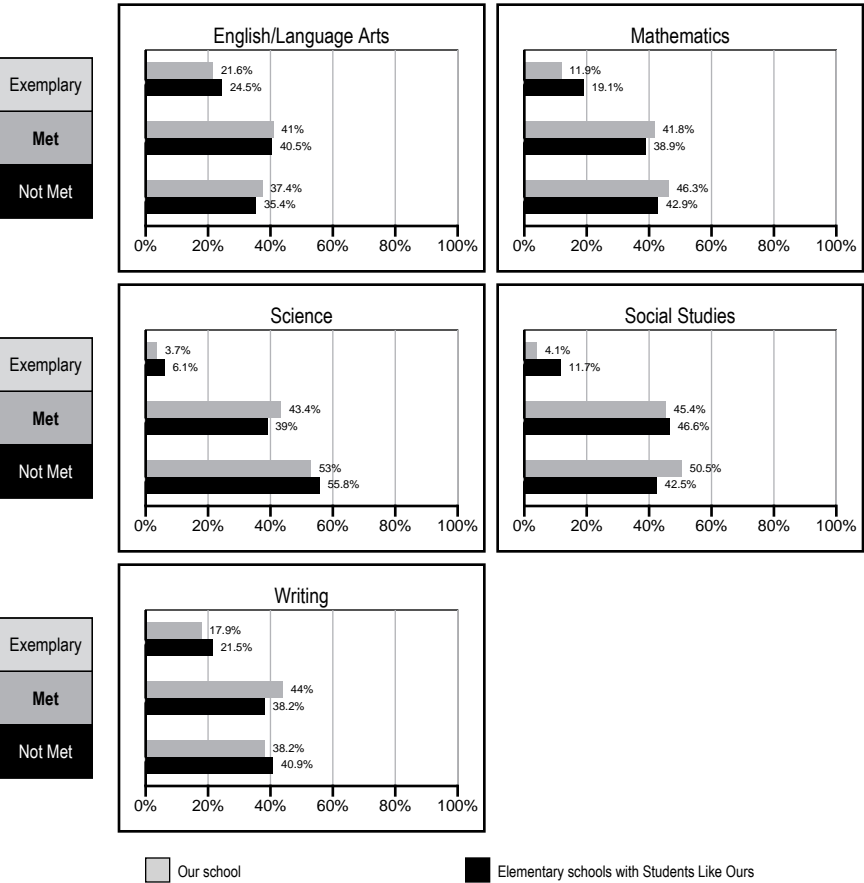
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	68	53	22

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=744)</b>				
First graders who attended full-day kindergarten	98.9%	Down from 100.0%	100.0%	100.0%
Retention rate	6.9%	Up from 3.2%	1.5%	1.2%
Attendance rate	95.1%	Down from 96.5%	95.9%	96.1%
Eligible for gifted and talented	7.6%	Up from 2.8%	4.3%	11.7%
With disabilities other than speech	10.9%	Down from 11.7%	8.4%	8.0%
Older than usual for grade	2.5%	Down from 2.6%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	47.2%	Down from 57.1%	60.0%	60.5%
Continuing contract teachers	88.9%	Up from 76.2%	78.6%	84.6%
Teachers with emergency or provisional certificates	3.1%	Up from 2.4%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	83.0%	87.0%
Teacher attendance rate	93.6%	Down from 95.9%	95.4%	95.4%
Average teacher salary*	\$43,549	Down 2.6%	\$45,268	\$47,288
Professional development days/teacher	12.7 days	Up from 12.0 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 20.9 to 1	17.0 to 1	19.2 to 1
Prime instructional time	88.1%	Down from 91.9%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,740	N/A	\$8,762	\$7,548
Percent of expenditures for instruction**	69.3%	N/A	68.2%	68.7%
Percent of expenditures for teacher salaries**	66.3%	N/A	62.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Hemingway Elementary School, located in Eastern Williamsburg County, educates approximately 750 students in grades child development through six grade.

The mission of Hemingway Elementary School is to prepare students for the responsibilities of good citizenship and to become lifelong learners while striving for academic excellences in the 21st century. We work to accomplish our mission by providing an innovative curriculum, relevant resources, and a competent staff. The expectation at Hemingway Elementary School is that every child will attain his/her highest level of academic achievement and success. All students will be provided a safe and nurturing learning environment that promotes respect, responsibility, and character to enhance their overall learning.

Students, parents, teachers, and community members are actively involved in the ongoing learning process at Hemingway Elementary School.

Cynthia M. Brown, Principal  
Debra Brown, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	88	42
Percent satisfied with learning environment	82.1%	75.9%	79.5%
Percent satisfied with social and physical environment	88.9%	77.0%	76.2%
Percent satisfied with school-home relations	40.7%	88.5%	78.6%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.5%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	388	99.2	37.1	39.8	23.1	80.9	74.7	83.5	Yes	Yes
<b>Gender</b>										
Male	197	99	44.4	33.3	22.2	74.6	70.2	80.1	N/A	N/A
Female	191	99.5	29.5	46.4	24	87.4	79.4	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	34	100	16.1	54.8	29	90.3	78.4	89.6	I/S	I/S
African American	348	99.1	39.1	38.5	22.4	80	74.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	60	95	67.8	15.3	16.9	54.2	41.3	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	365	99.2	37.4	39.9	22.6	81	73.9	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	388	100	46	40.6	13.4	66.4	69.3	80.4	Yes	Yes
<b>Gender</b>										
Male	197	100	47.6	39.2	13.2	66.7	66.2	78.4	N/A	N/A
Female	191	100	44.3	42.1	13.7	66.1	72.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	34	100	45.2	35.5	19.4	67.7	68.9	87.8	I/S	I/S
African American	348	100	46	41.2	12.8	66.3	69.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	60	100	72.9	15.3	11.9	28.8	33.8	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	365	100	46.9	40.2	12.8	65.6	68.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	238	99.6	52.4	42.2	5.3	47.6	45.3	67.3
Gender								
Male	129	99.2	52.9	43.8	3.3	47.1	44.2	66.9
Female	109	100	51.9	40.4	7.7	48.1	46.4	67.7
Racial/Ethnic Group								
White	21	100	35	50	15	65	57.6	79.6
African American	212	99.5	54	42	4	46	44.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	37	97.3	77.1	11.4	11.4	22.9	19.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	221	99.6	53	42.3	4.7	47	44.1	55.4

Social Studies

All Students	234	99.6	50.2	45.3	4.4	49.8	52.1	70.9
Gender								
Male	115	99.1	52.7	39.1	8.2	47.3	50.2	70.1
Female	119	100	47.8	51.3	0.9	52.2	54.1	71.7
Racial/Ethnic Group								
White	23	100	28.6	66.7	4.8	71.4	58.4	79.2
African American	210	99.5	52.7	42.9	4.4	47.3	51.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	34	97.1	72.7	24.2	3	27.3	23	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	223	99.6	51.2	44.7	4.1	48.8	50.7	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	390	97.2	38.2	44	17.9	61.8	64.9	72.1	95.1	96.4
Gender										
Male	197	96.5	50.3	37.8	11.9	49.7	57	65.2	95	96.3
Female	193	97.9	25.7	50.3	24	74.3	73.1	79.2	95.3	96.5
Racial/Ethnic Group										
White	33	97	53.3	33.3	13.3	46.7	61.4	80.8	92.5	93.4
African American	351	97.2	36.6	45.4	18	63.4	65.1	59.7	95.4	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	81.8	97.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58.3	64.6	96.8	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	91.7	92.5
Disability Status										
Disabled	64	82.8	N/AV	N/AV	N/AV	13.5	23	27.7	94	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	63.7	97.2	97.2
Socio-Economic Status										
Subsidized meals	369	97.3	38.9	44	17.1	61.1	63.8	61.9	95.2	96.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	91	100	43.7	36.8	19.5	56.3
	4	94	100	36.6	44.1	19.4	63.4
	5	108	100	22.2	55.6	22.2	77.8
	6	89	100	37.5	50	12.5	62.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	98	100	54.2	27.1	18.8	45.8
	4	82	96.3	34.6	47.4	17.9	65.4
	5	98	100	30.9	43.6	25.5	69.1
	6	110	100	28.8	42.3	28.8	71.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	91	100	59.8	34.5	5.7	40.2
	4	94	100	37.6	50.5	11.8	62.4
	5	108	100	36.1	51.9	12	63.9
	6	89	100	33	58	9.1	67
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	98	100	66.7	20.8	12.5	33.3
	4	82	100	37.2	52.6	10.3	62.8
	5	98	100	40.4	43.6	16	59.6
	6	110	100	38.5	47.1	14.4	61.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	46	100	68.2	29.5	2.3	31.8
	4	94	100	53.8	40.9	5.4	46.2
	5	56	100	41.1	57.1	1.8	58.9
	6	43	100	40.5	52.4	7.1	59.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	100	72.9	20.8	6.3	27.1
	4	82	100	51.3	44.9	3.8	48.7
	5	50	98	42.6	51.1	6.4	57.4
	6	56	100	44.2	50	5.8	55.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	45	100	55.8	41.9	2.3	44.2
	4	94	100	26.9	63.4	9.7	73.1
	5	52	100	38.5	50	11.5	61.5
	6	46	100	43.5	52.2	4.3	56.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	49	100	83.7	14.3	2	16.3
	4	82	100	39.7	56.4	3.8	60.3
	5	48	97.9	60	35.6	4.4	40
	6	55	100	26.4	66	7.5	73.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	90	97.8	57.6	27.1	15.3	42.4
	4	95	94.7	47.2	38.2	14.6	52.8
	5	110	97.3	42.5	42.5	15.1	57.5
	6	88	96.6	42.4	44.7	12.9	57.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	99	98	52.1	37.2	10.6	47.9
	4	84	97.6	39.7	52.6	7.7	60.3
	5	97	96.9	34.8	38	27.2	65.2
	6	110	96.4	27	49	24	73
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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